

FOOD PRODUCTION, MANAGEMENT & SERVICES

Curriculum Content Frameworks

Prepared by

Susan Green, Heber Springs High School
Annette Hays, Acorn High School
Cynthia McKinney, Camden Career Center
Wanda McMahan, Berryville High School
Cheryl Ramthun, Hoxie High School

Facilitated by

Ora Stevens, Program Manager
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Edited by

Suellen Ward, Program Manager
Suzanne K. Jones, Public School Program Advisor
Rose Marie Willis, Public School Program Advisor
State Staff, Arkansas Department of Workforce Education
Office of Family and Consumer Sciences
Arkansas Department of Workforce Education

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Curriculum Content Framework

Food Production, Management & Services

Grade Level: 10,11,12

Prerequisites: TP Foundation Core
Course Code: 20.005

Course Description: Experiences in this course are designed to help students become aware of career opportunities and competencies required in the occupational area of food production, management, and services. Emphasis in this course is given to the development of competencies related to employability; technology in food production, management, and services; sanitation and safety; nutrition as related to food service; serving of food; purchasing, receiving, and storing of food supplies; production and management of food; use, care, and storage of large and small commercial food service equipment; menu planning; and modified diets. Upon completion of this course, a student should have gained entry-level skills needed for employment in institutional, commercial, or self-owned food establishments; have identified areas of special interest related to food service; and have developed skills required for obtaining and maintaining employment.

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Unit 1: Employability Skills

17 Hours

Terminology: advisory council; application form; child labor laws; classified section; Department of Health, Education and Welfare; Department of Labor; dependent; discrimination; employment agencies; Fair Labor Standards act; Food and Drug Administration; flexibility; fringe benefits; gross pay; health certificate; health record; interview; job application; job lead cards; minimum wage; National Sanitation Foundation; net pay; networking; Occupational Safety and Health Administration; overtime; payroll deductions; personal information; prioritize; probation; Public Health Service; references; résumé; salary; sexual harassment; social security number; supervisor; trade publications; transcript; wage; withholding; worker's compensation; work ethic; work permit

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms to employability skills		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Determine qualities of a desirable and productive employee/employer	1.2.1 Develop scenarios depicting undesirable and desirable behavior of all personnel	Foundation	Reading	Applies information to job performance [1.3.4]
		Personal Management Skills	Writing	Communicates thoughts, ideas or facts in written form in a clear concise manner [1.6.6]
			Career Awareness	Analyzes own knowledge, skills and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
			Organizational Effectiveness	Presents personal skills as benefits for company objective [3.3.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 Analyze business etiquette and work ethics	1.3.1 Develop and critique cooperation skills and a positive attitude	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
			Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
		Personal Management Skills	Self Esteem	Presents positive image of personal attitudes and abilities [3.5.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Design employment portfolio	1.4.1 Create a résumé, letter of application, application form, letter of reference, list of five references, transcript, health record, and a copy of social security card	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	1.4.2 Participate in a simulated job interview		Reading	Comprehends written specifications and applies them to a task [1.3.9]
	1.4.3 Write a job interview follow up letter		Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Prepares a complex document in a concise manner [1.6.12] Takes notes from various sources [1.6.18]
			Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
			Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
			Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
		Personal Management Skills	Organizational Effectiveness	Presents personal skills as benefits for company objective [3.3.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 (cont'd)		Personal Management Skills (cont'd)	Organizational Effectiveness (cont'd)	Applies knowledge to implement work-related system or practice [3.3.4]
			Self Esteem	Comprehends the importance of a positive self concept [3.5.1]
				Creates a positive self-image by selling self in a letter of application [3.5.2]
				Develops self confidence by creating a résumé which promotes personal strengths/abilities [3.5.5]
				Presents positive image of personal attitudes and abilities [3.5.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.5 Compile information on computing paychecks	1.5.1 Calculate wages, hours, deductions, and fringe benefits	Foundation	Arithmetic/Mathematics	Applies a mathematical formula to solve a problem [1.1.3] Uses a calculator to solve mathematical problems [1.1.36]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Integrity/Honesty/Work Ethic	Follows established rules, regulations and policies [3.2.5]
			Responsibility	Pays close attention to details [3.4.8]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
1.6 Examine labor laws, regulations, and policies affecting most food service employees	1.6.1 Investigate Websites of government regulating agencies	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	1.6.2 Compile information for presentation		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management Skills	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

Unit 2: Sanitation and Safety

10 Hours

Terminology: bacteria, botulism, contamination, cross contamination, direct contamination, E Coli 0157:H7, FIFO, first aid, flammable, fungi, hazard, Heimlich maneuver, Hepatitis A virus, Listeriosis, microorganisms, OSHA, parasite, pasteurization, pesticides, Rotovirus, Salmonella, sanitation, Shigellosis, staphylococcus, sterilize, temperature danger zone, toxins, trichinella

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms related to sanitation and safety		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.2 Determine sanitation standards in personal grooming, hygiene, and handling of food and equipment by food service employees	2.2.1 Demonstrate acceptable sanitation standards	Foundation	Listening	Evaluates oral information/presentation [1.2.2] Uses standard occupational resource materials [1.3.22]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to sanitation [1.4.14] Observes health code/sanitation requirements [1.4.19]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]
		Personal Management Skills	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Distinguish situations that require immediate hand washing when working with food	2.3.1 Practice proper hand washing techniques	Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Applies information to job performance [1.3.4]
				Applies knowledge to complete a practical task [1.4.3]
			Science	Describes/Explains scientific principles related to sanitation [1.4.14]
		Interpersonal Skills	Writing	Records data [1.6.16]
			Coaching	Helps others learn new skills [2.1.3]
		Personal Management Skills	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 Differentiate between cleaning and sanitizing a surface	2.4.1 Demonstrate the use of sanitizing agents on various surfaces/ equipment	Foundation	Listening	Listens for content [1.2.3]
			Reading	Applies information to job performance [1.3.4] Comprehends written information for main ideas [1.3.7] Uses standard occupational resource materials [1.3.22]
			Science	Chooses appropriately from a variety of scientific methods and techniques to complete a task [1.4.9] Solves practical problems using scientific methods and techniques [1.4.23]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Records data [1.6.16]
			Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 Develop guidelines for safe storage of sanitizing agents	2.5.1 Plan an orderly, accessible storage area for cleaning equipment	Foundation	Arithmetic/ Mathematics	Draws to scale [1.1.20]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Comprehends written information for main ideas [1.3.7]
				Follows written directions [1.3.13]
		Personal Management Skills	Writing	Organizes information into an appropriate format [1.6.10]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking Skills	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Problem Solving	Finds new ways of dealing with existing problems/situations [4.1.5]
				Devises and implements a plan of action to resolve problem [4.4.3]
				Interprets drawings to solve design problems [4.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 Examine occupational safety hazards related to food service	2.6.1 Modify dress to promote safety in the laboratory	Foundation	Listening	Listens to follow directions [1.2.6] Listens for content [1.2.3]
	2.6.2 Demonstrate safe handling and use of equipment		Reading	Comprehends written information and applies it to a task [1.3.8]
	2.6.3 Integrate preparation techniques that promote safety		Science	Describes/Explains scientific principles related to safety [1.4.14] Follows safety guidelines [1.4.16]
	2.6.4 Demonstrate use of fire extinguishers in the laboratory		Speaking	Asks questions to clarify information [1.5.3] Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal Skills	Writing	Summarizes written information [1.6.17]
		Personal Management Skills	Coaching	Encourages others to develop personal and professional skills [2.1.2]
		Thinking Skills	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
			Knowing How to Learn	Processes new information as related to workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 Point out dangers of working when under the influence of alcohol or drugs	2.7.1 Simulate hazards of working under the influence	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to substance use/abuse [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking Skills	Decision Making	Considers risks when making a decision [4.2.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 Examine emergency first aid procedures	2.8.1 Demonstrate emergency first aid procedures	Foundation	Listening	Receives and interprets verbal messages [1.2.8] Listens to follow directions [1.2.6] Listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed materials [1.3.3] Identifies relevant details, facts, and specifications [1.3.16] Follows directions [1.3.13]
			Writing	Completes form accurately [1.6.7] Writes/prints legibly [1.6.24]
			Science	Applies life-saving techniques [1.4.4] Follows safety guidelines [1.4.16] Observes health code/sanitation requirements [1.4.19]
			Speaking	Adapts presentation to audience [1.5.1]
		Interpersonal Skills	Responsibility	Accepts responsibility for decision [4.2.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 (cont'd)		Interpersonal Skills (cont'd)	Responsibility (cont'd)	Maintains a high level of concentration in completion of a task [3.4.7]
			Coaching	Helps others learn new skills [2.1.3]
		Thinking Skills	Decision Making	Evaluates information/data to make best decision [4.3.5] Demonstrates decision-making skills [4.2.4]
			Integrity/Honesty/Work Ethic	Chooses ethical course of action [3.2.1] Complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.9 Outline characteristics and prevention of food borne illnesses	2.9.1 Evaluate techniques for handling food in order to prevent food borne illnesses	Foundation	Listening	Listens for content [1.2.3]
	2.9.2 Find criteria that determine an official outbreak of a food borne illness		Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Comprehends written specification and applies them to a task [1.3.9]
	Describes/Explains scientific principles related to human illness [1.4.14]			
	Describes/Explains scientific principles related to health and safety [1.4.14]			
	Follows safety guidelines [1.4.16]			
		Speaking	Communicates a thought, idea or fact in spoken form [1.5.5]	
		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]
		Personal Management Skills	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.10 Ascertain conditions and factors necessary for growth of microorganisms	2.10.1 Measure the temperature range known as the “danger zone” for holding foods	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]
	2.10.2 Record the time it takes to heat liquid, semisolid, and solid foods to a temperature above the “danger zone” using different methods		Listening	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]
				Listens for content [1.2.3]
	2.10.3 Record the time it takes to cool liquid, semisolid, and solid food below the “danger zone” using different methods		Reading	Listens to follow directions [1.2.6]
				Identifies relevant details, facts, and specifications [1.3.16]
	2.10.4 Calculate the cooling time of food in various sized containers using the cooling time formula		Science	Determines what information is needed [1.3.10]
				Describes/Explains scientific principles related to the growth of microorganisms [1.4.14]
	2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius		Writing	Records data related to temperature [1.4.22]
				Writes appropriate entries [1.6.22]
	2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius		Writing	Records data [1.6.16]
		Complies with safety and health rules in a given work environment [3.2.2]		
	2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Writing	Records data [1.6.16]	
Complies with safety and health rules in a given work environment [3.2.2]				
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2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Writing	Records data [1.6.16]		
		Complies with safety and health rules in a given work environment [3.2.2]		
2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Writing	Records data [1.6.16]		
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		Complies with safety and health rules in a given work environment [3.2.2]		
2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Writing	Records data [1.6.16]		
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		Complies with safety and health rules in a given work environment [3.2.2]		
2.10.5 Measure the temperature of a refrigerator and freezer using both Fahrenheit and Celsius	Writing	Records data [1.6.16]		
		Complies with safety and health rules in a given work environment [3.2.2]		
2.10.5 Measure the temperature of a refrigerator				

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 Determine basic sources of contamination of food supplies	2.11.1 Classify basic sources of food contaminants	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to safety [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
				Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
2.12 Compile local, state and federal health and safety standards for the food service industry	2.12.1 Investigate Websites of health and safety standards for food service industry	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	2.12.2 Assess information gathered from research			Follows safety guidelines [1.4.16]
			Science	Observes health code/sanitation requirements [1.4.19]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

Unit 3: Management 10 Hours

Terminology: a la carte, abstract, atmosphere, cents factor, clientele, competitors, cost of purchased unit, cuisine, cycle menu, dovetail, fixed menu, food cost percentage, food costing, forecast, franchise, human resources, inventory, invoice, labor costs, management, marketplace, markup, mentors, monthly inventory, orientation, overstaffing, pasteurization, perpetual inventory, portion control, POS system, positive reinforcement, pre-costing, probationary period, profit, public relations, purchase order, quality control, requisition, specification, specification card, standardized recipe, stock rotation, tent cards, trends, turnover rate, vendor

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms related to management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.2 Orient personnel to food production services	3.2.1 Determine effective training techniques, mentoring programs and evaluation procedures	Interpersonal Skills	Coaching	Encourages others to develop personal and professional skills [2.1.2]
			Customer Service	Applies human relations skills to real-life situations [2.3.1] Handles criticism, disagreement, or disappointment during a conversation [2.3.5] Recognizes effects of positive/negative attitudes on customers [2.3.7] Accepts responsibility for others [2.4.1]
			Leadership	Delegates responsibility to an individual within the group or team [2.4.4] Directs individuals in the performance of a specific task [2.4.5]
			Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4] Works effectively with others to reach a common goal [2.6.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 Analyze basic types of scheduling for employees	3.3.1 Calculate labor costs	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts [1.1.7] Uses calculator to solve mathematical problems [1.1.36] Applies information to job performance [1.3.4]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]
		Personal Management Skills	Organizational Effectiveness	Organizes information into an appropriate format [1.6.10] Comprehends the organization's modes of operation [3.3.5]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
3.4 Examine marketing and public relations	3.4.1 Deduce elements involved in marketing strategies	Thinking Skills	Reasoning	Comprehends ideas and concepts related to marketing and public relations [4.5.2] Sees relationships between two or more ideas, objects or situations [4.5.5] Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Point out management skills needed for food production, cost control, and customer service	3.5.1 Calculate cost per serving, food cost percentage, profit, overhead, and selling price	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Listens for content [1.2.3]
				Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 Compare use of recipes, cost control cards, and the computer as tools of cost control management	3.6.1 Demonstrate the use of recipes, cost control cards, and the computer as tools of cost control	Foundation	Arithmetic/ Mathematics	Applies mathematics principles related to use of computer as tool for cost control management [1.1.4]
	3.6.2 Write a recipe card detailing ingredients, specifying weights and measures, and stating cooking methods			Uses computer in mathematical applications information processing, problem solving [1.1.38]
	3.6.3 Compute the portion cost (PC) for a recipe			Calculates different units of measurement [1.1.6]
	3.6.4 Determine a food cost percentage (FC%)			Calculates dollar amounts [1.1.7]
	3.6.5 Calculate the selling price (SP) of a food item using a given formula		Listening	Listens for content [1.2.3]
	3.6.6 Revise standard recipes for quantity food service		Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Follows written directions [1.3.13]
			Writing	Participates in conversation, discussion, and group presentations [1.5.8]
				Takes notes from various sources [1.6.18]
				Records data [1.6.16]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 (cont'd)		Foundation (cont'd)	Writing (cont'd)	Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking Skills	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
				Tracks and evaluates results [4.4.10]
			Knowing How to Learn	Processes new information as related to workplace [4.3.5]
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 Critique menu formats commonly used	3.7.1 Create menus for various occasions, restaurant styles and themes	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Career Awareness, Development & Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
		Thinking Skills	Creative Thinking	Combines ideas or information in new way [4.1.2]
			Knowing How to Learn	Processes new information as related to workplace [4.3.5]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description	
3.8 Devise guidelines for purchasing, receiving, and storing food supplies	3.8.1	Complete forms necessary to implement food production	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real world situations [1.1.1]	
	3.8.2	Compare manual and computerized techniques for record keeping			Comprehends mathematical ideas and concepts related to computer use for record keeping [1.1.13]	
					Reading	Comprehends written information and applies it to a task [1.3.8]
					Science	Follows safety guidelines [1.4.16]
					Writing	Completes forms accurately [1.6.7]
				Records data [1.6.16]	Writes logical and understandable sentences [1.6.23]	
			Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]	
			Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]	

Unit 4: Nutrition and Meal Planning

10 Hours

Terminology: a la carte, calorie, carbohydrates, cholesterol, clip-ons, cuisine, cycle menu, Dietary Guidelines for Americans, entrée, ethnic foods, fat, fat soluble vitamin, fiber, fixed menu, Food Guide Pyramid, heart healthy, low-fat diet, low sodium diet, meal pattern, menu, metabolism, mineral, NAS dietary guidelines, nutrient, nutrient dense foods, nutrition, nutritional variety, preservatives, protein, RDA, table d'hôte, tent cards, vitamin, water, water-soluble vitamins

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terms related to nutrition and meal planning		Foundation	Reading	Applies/Understands technical words that pertain to the subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.2 Compile functions and sources of nutrients	4.2.1 Weigh one gram each of pure fat and pure carbohydrate	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]
	4.2.2 Conduct a simple test to determine if given foods contain carbohydrates		Reading	Comprehends written information and applies it to a task [1.3.8] Follows written directions [1.3.13]
	4.2.3 Classify complete and incomplete protein foods		Science	Identifies relevant details, facts, and specifications [1.3.16] Applies information and concepts derived from printed materials [1.3.3]
	4.2.4 Determine the differences in fats and oils			Acquires and processes scientific data [1.4.1] Solves practical problems using scientific methods and techniques [1.4.23] Uses equipment and techniques [1.4.24]
			Speaking	Applies scientific principles related to the differences in fats and oils [1.4.5] Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.2 (cont'd)		Foundation (cont'd)	Writing (cont'd)	Records data [1.6.16] Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]
		Thinking Skills	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Process new information as related to workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 Judge food preparation techniques which conserve nutrients	4.3.1 Demonstrate food preparation techniques which conserve nutrients	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Applies information and concepts deprived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to food preparation techniques [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 Distinguish types of food additives and their uses	4.4.1 Research additives in common foods	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Acquires and processes scientific data [1.4.1]
			Speaking	Pronounces words correctly [1.5.9]
			Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
		Interpersonal Skills	Coaching	Helps others learn new skills [2.1.3]
		Thinking Skills	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
4.5 Pose Food Guide Pyramid and dietary guidelines	4.5.1 Classify foods into categories	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to nutrition [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking Skills	Knowing How to Learn	Applies new knowledge and skills to classify foods into categories [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 Critique menus based on nutritional content	4.6.1 Write basic menus	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Follows written directions [1.3.13]
	4.6.2 Adapt menus for modified diets		Science	Describes/Explains scientific principles related to nutrition [1.4.14] Applies knowledge to complete a practical task [1.4.3]
			Writing	Writes logical and understandable sentences [1.6.23] Organizes information into an appropriate format [1.6.10]
			Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]

Unit 5: Tools and Equipment

8 Hours

Terminology: apple corer, baker's scale, baker's trough, balloon whip, bench mixer, bin, boning knife, butcher knife, carousel oven, chef's knife, china cap, citrus knife, cleaver, colander, compartment steamer, convection oven, deck oven, double boiler, dredge, dry measuring cups, flat top range, food mill, French whip, fruit and salad knife, funnel, grater, griddle top range, kitchen fork, ladle, liquid measuring cups, measuring spoons, open top range, overhead broiler, paring knife, peeler, portion scale, pressure fryer, proofing oven, roasting pan, roll-in refrigerator, salamander, serrated knife, sharpening steel, sharpening stone, sheet pan, skimmer, spatula, spring form pan, stack oven, steam jacketed kettle, stock pot, strainer, thermometer, trunnion, utility scissors, zester

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Define terms related to tools and equipment		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 Describe use, care, and storage of large and small food service tools and equipment	5.2.1 Show large and small commercial food service tools and equipment	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	5.2.2 Demonstrate the use, care, and storage of tools and equipment used in food production		Reading	Applies information and concepts derived from printed materials [1.3.3] Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
	5.2.3 Practice ability to read different types of food thermometers		Arithmetic/ Mathematics	Applies information to job performance [1.3.4] Comprehends written information for main ideas [1.3.7]
	5.2.4 Compare Fahrenheit temperatures to Celsius temperatures			Applies a mathematical formula to solve a problem [1.1.3]
	5.2.5 Demonstrate ability to select appropriate thermometer for task			Calculates measurements taken from measuring devices [1.1.9]
	5.2.6 Demonstrate the use of different types of scales used to weigh food in the food service industry			Calculates different units of measurement [1.1.6] Uses common measuring devices/tools to measure food [1.1.37]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (cont'd)		Foundation (cont'd)	Science	<p>Reads measurements from common measuring devices [1.4.21]</p> <p>Applies/Uses scientific method [1.4.7]</p> <p>Applies knowledge to complete a practical task [1.4.3]</p> <p>Uses equipment and techniques when using different types of scales to weigh food [1.4.24]</p>
			Writing	<p>Interprets drawings to obtain factual information [1.3.17]</p> <p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p> <p>Takes notes from various sources [1.6.18]</p> <p>Records data [1.6.16]</p> <p>Organizes information into an appropriate format [1.6.10]</p>
		Interpersonal Skills	Speaking	<p>Participates in conversation, discussion, and group presentations [1.5.8]</p>

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.2 (cont'd)		Personal Management Skills	Coaching	Helps others learn new skills [2.1.3]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5] Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
			Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Ascertain effect of technology on commercial food equipment		Foundation	Listening	Listens for content [1.2.3]
			Reading	Applies/ Understands technical words that pertain to subject [1.3.6] Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 6: Serving Food 7 Hours

Terminology: bread and butter plate, buffet service, center piece, charger, china, compromise service, condiments, cover, dinner plate, dinnerware, etiquette, family service, flatware, formal service, garnish, glass-ceramic, glassware, hollowware, informal service, lead crystal, meal service, modified English service, open stock, place setting, plate service, plating, salad plate, server, stainless steel, stemware, sterling silver, stoneware, table accompaniments, table service, tableside, tableware, tumblers, waiter, waitress

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terms related to serving food		Foundation	Reading	Applies/Understands technical words that pertain to the subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Designate types of meal service	6.2.1 Demonstrate types of meal service common to food service establishments	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal Skills	Leadership	Organizes group in planning and performing a specific task [2.2.9]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking Skills	Knowing How to Learn	Processes new information as related to the workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.3 Diagram table appointments and how to set a table	6.3.1 Show table appointments	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
	6.3.2 Practice various table settings according to menu and type of meal service				Interprets drawings to obtain factual information [1.3.17]
					Applies information to job performance [1.3.4]
		Personal Management Skills	Writing	Organizes information into an appropriate format [1.6.10]	
				Takes notes from various sources [1.6.18]	
				Applies knowledge to implement work-related system or practice [3.3.4]	
	Thinking Skills	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]		
			Processes new information as related to workplace [4.3.5]		
		Seeing Things in the Mind’s Eye	Visualizes a finished product [4.6.4]		
		Creative Thinking	Combines ideas or information in new way [4.1.2]		

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
6.4	Develop guidelines for serving food and waiting on tables	6.4.1	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
		6.4.2		Reading	Applies information to job performance [1.3.4] Comprehends written information and applies it to a task [1.3.8]
					Writing
		Interpersonal Skills	Customer Service	Works with customers to satisfy their expectations [2.3.9]	
			Teamwork	Works effectively with others to reach a common goal [2.6.6]	
		Personal Management Skills	Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]	
			Responsibility	Exhibits a high level of effort and perseverance towards goal attainment [3.4.4] Pays close attention to details [3.4.8]	

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 Outline procedures for taking orders, filling orders, and clearing tables	6.5.1 Demonstrate procedures for taking orders, filling orders, and clearing tables	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal Skills	Customer Service	Works with customers to satisfy their expectations 2.3.9]
		Personal Management Skills	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

Unit 7: Preparatory Laboratory Experience

8 Hours

Terminology: bake station, clean-up, competence, cook, cooperation, cross-train, entrée station, executive chef, evaluation sheet, fry and broil station, garde-manger (pantry chef), kitchen brigade, manager, pre-preparation, production schedule, progress chart, salad station, service stations, soup and sauce station, sous chef, standards, station, time/work schedule, work flow, work simplification

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Define terms related to preparatory laboratory experience		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Examine the classical brigade as established by Escoffier and modern versions used in large kitchens today	7.2.1 Plan modifications of the classical brigade for different types and sizes of food service establishments	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking Skills	Problem Solving	Evaluates written information for appropriateness/ content/clarity [1.6.9]
				Devises and implements a plan of action to resolve problem [4.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.3 Point out planning, responsibilities, cooperation, effectiveness, and equipment/supplies in the lab	7.3.1 Devise a plan for carrying out assigned lab responsibilities	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6] Listens for direction [1.2.6]
	7.3.2 Demonstrate proficiency in planning, implementing, and evaluating lab experience		Reading	Applies information to job performance [1.3.4]
	7.3.3 Rotate lab duties to determine unique skills needed in each lab station/service position		Science	Chooses appropriately from a variety of scientific methods and techniques to complete a task [1.4.9] Uses equipment and techniques to demonstrate proficiency in planning, implementing, and evaluating lab experiences [1.4.24]
	7.3.4 Demonstrate cooperation skills within a laboratory setting		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal Skills	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.3 (cont'd)		Interpersonal Skills (cont'd)	Teamwork (cont'd)	Works effectively with others to reach a common goal [2.6.6]
		Personal Management Skills	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking Skills	Decision Making	Demonstrates decision making skills [4.2.4]

Unit 8: Production

80 Hours

Terminology: bake, barbecue, baste, beat, blanch, blend, boil, braise, bread, broil, brown, chop, core, cream, cube, cut-in, deep-fat fry, desired yield, dice, dissolve, dot, drain, dredge, flute, fold, gluten, grate, grease, grilling, grind, hors d'oeuvres, julienne, knead, marinate, mash, mince, mise en place, pan broil, pan fry, parboil, pare, poach, portion control, preheat, preparation station, proof, rehydrate, roast, sauté, scald, score, sear, shred, sift, simmer, sliver, standardized recipe, standing time, steam, steep, stew, stir-fry, stir, whip, yield

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Define terms related to production		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Examine use of the metric and U.S./English system of weights and measurements common to the food industry	8.2.1 Compare various measurements	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
		Thinking Skills	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.3 Describe techniques used to measure and weigh various ingredients	8.3.1 Demonstrate correct techniques for measuring and weighing	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
				Follows written directions [1.3.13]
			Science	Reads measurements from common measuring devices [1.4.21]
			Writing	Applies/Uses technical words and concepts [1.6.4]
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]
8.4 Write abbreviations and equivalent measures used in the food service industry		Foundation	Arithmetic/ Mathematics	Converts different units of measurements [1.1.17]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Adapts notes to a proper form [1.6.1]
		Thinking Skills	Knowing How to Learn	Process new information as related to workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 Analyze selection and use of recipes	8.5.1 Arrange in order the steps in following recipes	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
	8.5.2 Demonstrate mise en place for different recipes			Identifies relevant details, facts and specification [1.3.16]
				Follows written directions [1.3.13]
		Writing	Organizes information into an appropriate format [1.6.10]	
			Writes logical and understandable sentences [1.6.23]	
			Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]
			Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
			Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]
		Thinking Skills	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
Seeing Things in the Mind's Eye	Imagines the flow of work from narrative descriptions [4.6.1]			

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.6 Determine recipe modification	8.6.1 Modify recipes by increasing and decreasing quantity	Foundation	Arithmetic/ Mathematics	Calculates different units of measurements [1.1.6]
	8.6.2 Modify recipes to produce a lowered fat content while maintaining desirable flavor, texture, and appearance		Reading	Comprehends written information and applies it to a task [1.3.8]
				Comprehends written specifications and applies them to a task [1.3.9]
				Follows written directions [1.3.13]
	8.6.3 Modify recipes to reduce sodium content while maintaining desirable flavor		Writing	Determines what information is needed [1.3.10]
				Organizes information into an appropriate format [1.6.10]
	Science	Applies/Uses scientific method [1.4.7]		
		Personal Management Skills	Responsibility	Pays close attention to details [3.4.8]
		Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]	
	Thinking Skills	Knowing How to Learn	Process new information as related to workplace [4.3.5]	
Problem Solving		Devises and implements a plan of action to resolve problem [4.4.3]		

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.7 Define basic cooking terms with the correct definitions		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8 Assess various techniques and methods of food preparation	8.8.1 Execute food preparation techniques and methods	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]
	8.8.2 Prepare foods from the following groups: beverages, appetizers, breads, vegetables, meats, fish, seafood, poultry, salads, sandwiches, desserts, fruits, soups, sauces, and gravies		Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Analyzes and applies what has been read to specific task [1.3.2] Follows written directions [1.3.13]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal Skills	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management Skills	Career Awareness	Analyzes own knowledge, skills, and ability [3.1.2]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2] Applies knowledge to implement work related system or practice [3.3.4]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.9 Devise guidelines for selecting garnishes	8.9.1 Select and prepare appropriate garnishes	Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]
			Listening	Listens for content [1.2.3]
			Reading	Listens to follow directions [1.2.6]
			Writing	Analyzes and applies what has been read to specific task [1.3.2]
		Personal Management Skills	Career Awareness	Writes logical and understandable sentences [1.6.23]
		Thinking Skills	Creative Thinking	Analyzes own knowledge, skills, and ability [3.1.2]
				Combines ideas or information in new way [4.1.2]

Glossary

Unit 1: Employability Skills

1. Advisory Council - a group of people from the community who work in related areas, such as food service or child care, and serve together on a committee to give suggestions and support to the local school's family and consumer sciences department.
2. Application Form - a form that asks personal information.
3. Child Labor Laws - laws affecting the hours children are allowed to work.
4. Classified Section - the part of a newspaper that advertises job openings.
5. Department of Health, Education, and Welfare - an agency that checks to see that an establishment has eliminated safety hazards from a workplace, in addition to inspecting for the sanitary handling of food.
6. Department of Labor - encourages employer to prevent hazards in the workplace and to improve existing safety and health programs.
7. Dependent - someone whom you support, such as a child.
8. Discrimination - when someone is judged upon by race, religion, national origin, sex, or limits to physical or mental abilities that do not effect work performance.
9. Employment Agencies - a matchmaker between job seekers and companies with job openings.
10. Fair Labor Standards Act - an act that established the minimum age and overtime requirements.
11. Food and Drug Administration (FDA) – an agency in charge of ensuring the safety of all foods sold except meat, poultry, seafood, and eggs.
12. Flexibility - the ability to move your muscles and joints through their full range of motion. Capable of being adapted, modified, or molded.
13. Fringe Benefits - forms of reward for employment beyond salary, including health insurance, vacation and holiday time, and retirement plans.
14. Gross Pay - the total amount of money a person earns.
15. Health Certificate - a certificate stating you are free of disease.
16. Health Record - a record of your past health history.

17. Interview - a get acquainted meeting between an employer and a job applicant. The method most widely used by employers to assess an applicant's qualifications.
18. Job Application - a form in which you supply information about yourself that will help an employer make a hiring decision
19. Job Lead Cards - possible employment opportunity listed on a card by job title, details, employer, contact person, source of lead, and next steps.
20. Minimum Wage - the least amount of money that can be earned by the hour.
21. National Sanitation Foundation - agency that ensures public safety by protecting air and water quality and enforcing adherence to sanitation standard.
22. Net Pay - the amount of income left after taxes and other deductions are taken out.
23. Networking - making use of all your personal connections to achieve your career goals.
24. OSHA - (Occupational Safety and Health Administration) - an organization created within the Department of Labor that sets standards and inspects workplaces to ensure that employers provide safe and healthful environments.
25. Overtime - extra pay for each hour worked in excess of 40 hours per week.
26. Payroll Deductions - amounts of money authorized to be automatically subtracted from your income every pay period.
27. Personal Information - information such as age, sex, weight, height.
28. Prioritize - to rank in the order of importance.
29. Probation - the time period on a new job that give your employer a chance to monitor your job performance closely to confirm you can do the job.
30. References - people who know an applicant well and can provide information about that person his or her character, work ability, or academic standing; needed for job application forms.
31. Résumé - a summary of your qualifications for a job.
32. Salary - money earned on a fixed basis, usually by people in management and professional positions.
33. Sexual Harassment - when an action is made by an employee suggesting sexual demands toward another employee, they are in violation of the Civil Rights Act and subject to a fine in the form of employee compensation.

- 34. Social Security Number - individual number for each person to protect against loss of earnings after retirement, unemployment, disability, or death of a supporting spouse.
- 35. Supervisor - person who supervises food service employees working in restaurants, hotels, schools, colleges, universities, or similar food service operations.
- 36. Trade Publications - professional magazines and newsletters that are produced by and for members of the foodservice industry.
- 37. Transcript - a document showing past educational history, extracurricular activities, absences, and health record.
- 38. Wage - money earned by the hour.
- 39. Withholding - deduct, as money from a paycheck.
- 40. Work Ethic - a personal commitment to doing your very best as part of the workplace team.
- 41. Work Permit - a document needed by workers under 16 and sometimes by those under 18, showing that the younger person knows about restrictions on the hours young people can work and the kinds of jobs they can hold.
- 42. Worker's Compensation - provides income and medical benefits to employees injured in work related accidents.

Unit 2: Sanitation and Safety

1. Bacteria - single celled microorganisms that live in soil, water, and the bodies of plants and animals.
2. Botulism - a food-borne illness, caused by eating food containing the spore-forming bacteria *Clostridium botulinum* that paralyzes the muscles and can easily cause death. Improper home canning often causes this form of food poisoning.
3. Contamination - to allow food to come in contact with harmful organisms or substances.
4. Cross Contamination - the transfer of harmful bacterial from one food to another food.
5. Direct Contamination - contamination that occurs when raw foods, or the plants or animals from which they come, are exposed to toxins, or harmful organisms or substances.
6. E-Coli 0157:H7- a disease, hemorrhagic colitis, found in raw or undercooked ground meat, unpasteurized milk, unchlorinated water, unwashed produce, and unpasteurized apple cider.
7. FIFO - (First in, First out) - stock rotation and storage principle of using older items before new ones.
8. First Aid- on the spot treatment of injuries until medical help arrives.
9. Flammable - materials that are quick to burn.
10. Fungi - microorganisms found in soil, plants, animals, water, and in the air.
11. Hazard - any risk or danger. Biological, chemical, or physical properties that might make food unsafe.
12. Heimlich maneuver - procedure that removes food or other obstacles from a choking person's airway.
13. Hepatitis A Virus - virus that causes fatigue, discomfort, fever, headache, nausea, loss of appetite, vomiting, and jaundice. It can be found in water, ice, salads, cold cuts, sandwiches, shellfish, fruit, fruit juices, milk and milk products, and in vegetables.
14. Listeriosis - bacteria found in ice cream, frozen yogurt, unpasteurized milk and cheese, raw vegetables, poultry, meat, and seafood. It can cause headache, fever, chills, nausea, vomiting, diarrhea, backache, meningitis, and encephalitis.
15. Microorganism - a living being so small it can only be seen under a microscope.
16. OSHA - (Occupational Safety and Health Administration) - an organization created within the Department of Labor that sets standards and inspects workplaces to ensure that employers provide safe and healthful environments.

17. Parasite - an organism that lives off another organism, which is called a host.
18. Pasteurization - a heat treatment used to destroy bacteria and other microorganisms in foods such as milk, eggs, wine and juice.
19. Pesticides - chemicals used to kill pests during plant growth; can cause food contamination.
20. Rotavirus - can be found in water, ice, salads, fruit, hors d'oeuvres, and may cause abdominal pain, diarrhea, vomiting, or mild fever.
21. Salmonella - a disease found in raw and undercooked eggs, poultry, meat, fish, and unpasteurized milk.
22. Sanitation - maintaining a clean condition in order to promote hygiene and prevent disease.
23. Shigellosis - can be found in protein salads, lettuce, raw vegetables, poultry, shrimp, milk and milk products, and may cause abdominal pain, diarrhea, vomiting, fever, or dehydration.
24. Staphylococcus - a pathogenic bacterium that resembles tiny circles in the shape of grapes. It can be found in the mouth, eyes, ears, and sinuses.
25. Sterilize - to make free from living microorganisms, as bacteria, or their viable spores.
26. Temperature Danger Zone - zone from 41 degrees to 140 degrees F in which food should not be stored or kept for long periods of time due to risk of spoilage and bacteria growth.
27. Toxins - poison.
28. Trichinella - a food parasite that can be found in pork, non-pork sausages and wild game. It may cause abdominal pain, nausea, diarrhea, fever, swelling around eyes, thirst, sweating, chills, fatigue, and hemorrhaging.

Unit 3: Management

1. A la carte - food offered with a separate price for each food item on the menu.
2. Abstract - the cost of any food or seasoning not included in the recipe but used in the service of an item.
3. Atmosphere - the “feeling” or “sense” that customers receive from the interior and exterior of a facility.
4. Cents Factor - a percentage of the extension total that represents any small costs for ingredients that are not included on the cost card, such as a pinch of spice or a tablespoon of flavoring.
5. Clientele - the people who will be a business’s main customers.
6. Competitors - businesses that offer similar products or services.
7. Cost of Purchased Unit - (CPU) - the price that an organization pays for a unit of food.
8. Cuisine - a particular style of cooking, often related to a country or region.
9. Cycle Menu - menu that is made up for a certain time period and is then repeated; a cycle usually varies from three to seven or more days.
10. Dovetail - fitting tasks together to make the best use of time; doing two tasks at the same time.
11. Fixed Menu - a menu that offers the same dishes every day for a long period of time.
12. Food Cost Percentage - (FCP) - a food item’s cost to a business expressed as a percentage of the item’s selling price. To ensure a profit, a manager must make sure that an item’s cost represents an appropriate percentage of the selling price. (Food Cost divided by Sales)
13. Food Costing- the process of determining the cost of a recipe’s ingredients.
14. Forecast - procedure in which data is used to predict what is likely to occur in the future; part of the menu pre-cost and abstract form on which data is recorded before sales have taken place.
15. Franchise - a common form of ownership used by chain restaurants in which a franchise company sells the business owner the rights to its name, logo, concept, and products.
16. Human Resources- the staff of a foodservice operation.
17. Inventory - an itemized list of stock on hand and in storage areas.

18. Invoice - itemized list of goods and prices accompanying a supply delivery.
19. Labor Costs - direct cost of employing help, meaning hourly wages and salaries.
20. Management - using resources effectively to achieve goals and solve problems.
21. Marketplace - the physical location, the people, and the atmosphere of a particular geographic area.
22. Markup - the portion of a customer's food bill that goes toward operating costs and profit. Food cost plus markup equals selling price.
23. Mentors - employees who have a solid understanding of their jobs and help tutor or train new employees.
24. Monthly Inventory - a report on all items physically in a facility's storage areas. Also called a physical inventory.
25. Orientation - the process of making a new employee familiar with the company, its policies and procedures, and specific job duties.
26. Overstaffing - scheduling too many people to work on a given shift.
27. Pasteurization - a heat treatment used to destroy bacteria and other microorganisms in foods such as milk, eggs, wine and juice.
28. Perpetual Inventory - a continuously updated record of what's on hand for each item.
29. Portion Control - measuring each serving to achieve equal and correct amounts.
30. POS System - a computer system that begins at the point of sale.
31. Positive Reinforcement - a response that encourages a particular behavior. For example, praising an employee when a job or task is done correctly.
32. Pre-costing - figuring the cost of each ingredient used in a standard recipe.
33. Probationary Period - the first few months of your time on the new job.
34. Profit - a business's monetary gain after all expenses are paid, including taxes.
35. Public Relations - management of an organization's relationship with consumers, communities, and other public segments; the business of cultivating public goodwill toward a person, firm or institution.
36. Purchase Order - a record keeping form used during the purchasing process to state specific information regarding the items to be purchased. It also serves as an agreement between a buyer and a vendor.

- 37. Quality Control - a system that ensures that everything meets the foodservice establishment's standards.
- 38. Requisition - an internal invoice that allows management to track the physical movement of inventory.
- 39. Specification - a definite statement of the standards expected for a particular product.
- 40. Specification Card - card that gives buyer all the information needed to prepare purchase orders.
- 41. Standardized Recipe - a recipe giving exact directions about ingredient amounts and preparation methods.
- 42. Stock Rotation - putting new products behind or under supplies of the same product so that older products will be used first.
- 43. Tent Cards - cards listing daily food specials that are folded to stand up on a table.
- 44. Trends - a current style or preference.
- 45. Turnover Rate - the average number of times a seat will be occupied during a given block of time.
- 46. Vendor - person or company that sells food or supplies to retailers, such as restaurants.

Unit 4: Nutrition and Meal Planning

1. A la carte - food offered with a separate price for each food item on the menu.
2. Calorie - a measurement of the amount of energy produced when food is burned by the body. In science it is the amount of energy needed to raise the temperature of 1.0 g of water 1.0 degrees Celsius.
3. Carbohydrates - an essential nutrient that is the body's main source of energy; includes sugars and starches.
4. Cholesterol - a waxy liquid found in every cell of the body. It is also found in foods from animal sources. A lipid, specifically a sterol, found in humans and animals and made from glucose or saturated fatty acids; excessive amounts believed to contribute to plaque formation, which clogs arteries and causes heart problems.
5. Clip-ons - cards or papers listing daily food specials that are clipped onto a menu.
6. Cuisine - a particular style of cooking, often related to a country or region.
7. Cycle Menu - menu that is made up for a certain time period and is then repeated; a cycle usually varies from three to seven or more days.
8. Dietary Guidelines for Americans - a set of guidelines about food choices developed by the US government.
9. Entrée - the main course of a meal.
10. Ethnic Foods - foods that originated from another region or country.
11. Fat - a nutrient that provides a concentrated source of energy, and helps protect the body from sudden changes in outside temperature.
12. Fat Soluble Vitamin - a vitamin, specifically vitamins A, D, E, and K, that dissolves in fats.
13. Fiber - indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive system.
14. Fixed Menu - a menu that offers the same dishes every day for a long period of time.
15. Food Guide Pyramid - a guide developed by the USDA for healthful eating that divides food into six groups, and indicates a range of the number of servings needed daily from each group.
16. Heart Healthy - foods that are low in calories, fat, salt, or cholesterol.
17. Low Fat Diet - diet that allows you to eat only foods that are low in fat.

18. Low Sodium Diet - diet that allows you to eat only foods that are low in sodium.
19. Meal Pattern - an outline of the basic foods normally served at each meal.
20. Menu - the food choices offered at each meal.
21. Metabolism - the process by which living cells use nutrients in many chemical reactions to provide energy for vital processes and activities.
22. Mineral - nutrients such as calcium, iron, and zinc; some regulate the body processes, while others become a part of body tissues.
23. NAS dietary guidelines - explain how to choose a diet that will keep you healthy and well nourished, and can reduce chances of getting certain diseases and improve health.
24. Nutrient - chemical substances in food that help to maintain the body.
25. Nutrient Dense Foods - a food that is rich in the nutrients your body needs to stay healthy.
26. Nutrition - the study of nutrients and how they are used to by the body.
27. Nutritional Variety - an array of nutritious foods such as salads, vegetables, and fruits.
28. Preservatives - chemicals used on foods to maintain freshness and prevent spoilage; can cause contamination of foods.
29. Protein - one of the six basic nutrients composed of carbon, hydrogen, oxygen, and nitrogen. The body uses it for growth and maintenance.
30. Recommended Dietary Allowances (RDA) – suggested levels of nutrient intake to meet the needs of most healthy people.
31. Table d` Hote - a type of menu in which one price is given for an entire meal.
32. Tent Cards - cards listing daily food specials that are folded to stand up on a table.
33. Vitamin - nutrients that don't provide energy or build body tissue, but help regulate these and other body processes.
34. Water - regulates all the body processes. It is not a food, but is essential to life.
35. Water Soluble Vitamins - a vitamin, specifically vitamin C or one of the B Complex vitamins, that dissolve in water. They are not stored in the body.

Unit 5: Tools and Equipment

1. Apple Corer - used to pare the skin and cut the core from apples.
2. Baker's Scale - used to measure most baking ingredients. Also called a baker's balance.
3. Baker's Trough - large, oblong stainless steel pan used for the rising of yeast dough.
4. Balloon Whip - used for whipping eggs or batter and for blending thinner mixtures such as gravy. Also called a Piano Wire Whip.
5. Bench Mixer - used to mix or whip doughs and batters, and slice, chop, shred, and grate foods with different attachments.
6. Bin - used for storing large amounts of dry ingredients.
7. Boning Knife - used to fillet fish, cut apart poultry, and remove raw meat from the bone.
8. Butcher Knife - used to divide raw meat, poultry, or fish into sections.
9. Carousel Oven - oven with revolving trays used for baking.
10. Chef's knife - used to chop, dice, or mince food and to slice warm meat, and has long, triangular blade with a concave or hollow grind. Also called a French Knife.
11. China Cap - used for straining sauce and gravy and for making puree.
12. Citrus Knife - used to section citrus fruit, two sided blade and tip is round.
13. Cleaver - used to chop through bones.
14. Colander - used to rinse and drain salad greens, vegetables, and fruit.
15. Compartment Steamer - a cabinet that cooks food quickly through the use of circulating steam.
16. Convection Oven - an oven that uses a fan to circulate hot air over food.
17. Deck Oven - an oven with a series of stacked baking shelves, each with its own door and temperature control.
18. Double Boiler - used when temperatures must be kept below boiling or for keeping food warm without overcooking.
19. Dredge - to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs.

20. Dry Measuring Cups - used to measure dry ingredients.
21. Flat Top Range- a cooking appliance that has burners under a solid top.
22. Food Mill- used for mashing, straining, and pureeing.
23. French Whip - used for general mixing, stirring, and beating heavy liquids. Also called a Wire Whip.
24. Fruit and Salad Knife - used to prepare salad greens, vegetables, and fruits. Has hollow ground blade.
25. Funnel - used to fill jars with liquid.
26. Grater - a device used to shred food such as cheese, potatoes, and carrots into coarse pieces and to grate citrus peel and nutmeg.
27. Griddle Top Range - a cooking appliance with a smooth top.
28. Kitchen Fork - used to hold meats while slicing and to turn solid pieces of meat while browning or cooking.
29. Ladle - long handled spoon used to portion out liquids.
30. Liquid Measuring Cups - used to measure liquids. Measurements marked on the side of the cup.
31. Measuring Spoons - used to measure very small amounts of ingredients.
32. Open Top Range- a cooking appliance with open burners on top.
33. Overhead Broiler - used to cook food by exposing them to dry heat from charcoal, gas flames, or an electric metal coil. This type would be located on a shelf or cabinet that is close to the ceiling.
34. Paring Knife - used to core, peel, pare, and section fruits and vegetables. Blade is short with concave or hollow grind.
35. Peeler - used to scrape vegetables such as carrots and potatoes and to peel fruit such as apples.
36. Portion Scale - used to weigh food in order to maintain an equal serving size.
37. Pressure Fryer - a frying method in which foods are cooked more quickly and at lower temperatures than other frying methods; foods are extra crispy on the outside with their natural juices on the inside.
38. Proofing Oven - an enclosed, airtight metal container with wheels that holds sheet pans of food and in which the temperature and humidity are controlled; also called a proofer.

39. Roasting Pan - used for roasting meat and poultry, heavy gauge stainless steel or aluminum.
40. Roll in Refrigerator - small refrigerated room located close to the section of the kitchen where most used.
41. Salamander - a small broiler usually located above a range or other cooking unit.
42. Serrated Knife - knife with a long, thin, blade with saw-like notches on the edge, usually used to slice breads and cakes.
43. Sharpening Steel - used constantly to keep knives very sharp.
44. Sharpening Stone - used to sharpen short knives such as paring knives.
45. Sheet Pan - used for cookies, rolls, biscuits, sheet cakes, and some quick breads. Also called a bun pan.
46. Skimmer - a tool used to remove a substance from the surface of a liquid.
47. Spatula - used for scraping jobs.
48. Spring Form Pan - a pan with a clamp that's used to release the pan's bottom from its circular wall; commonly used to bake cheesecakes.
49. Stack Oven - a freestanding rectangular oven that has a series of well insulated shelves stacked on top of one another; also known as a deck oven.
50. Steam Jacketed Kettle - a large, round appliance with a container inside for food. Steam circulates between the outside and inner container, cooking the food.
51. Stock Pot - used for soups, stews, chili, spaghetti, and corn on the cob. It has deep, straight sides, two handles, and a lid.
52. Strainer - used to separate solid particles from liquids.
53. Thermometer - used to check the temperature of ovens, refrigerators, or freezers; the internal temperature of roasting meat; or the temperature of hot fat.
54. Trunnion - a kettle is a type of steam-jacketed kettle that can be tilted to empty contents by turning a wheel or pulling a lever.
55. Utility Scissors - used to snip parsley, cut pastry, and many other jobs.
56. Zester - used to remove tiny strips from the outer surface of citrus peels, which add visual interest and flavor to foods.

Unit 6: Serving Food

1. Bread and Butter Plate - placed on the left, above the forks in a setting, and can be used for bread.
2. Buffet Service - style of meal service in which a large table or buffet holds a variety of food items, the serving dishes and utensils, dinnerware, flatware, and napkins and from which guests serve themselves.
3. Center Piece - decorative objects placed on tables to add beauty and interest.
4. Charger - a decorative foundation plate to hold the dinner plate.
5. China - generally made of porcelain and may have a pattern painted on its surface, before it is glazed.
6. Compromise Service - a combination of English and formal service. The main course of the meal is served at the table by the host and the remainder of the meal is served in individual portions from the kitchen.
7. Condiment - cooked or prepared flavorings.
8. Cover - the arrangement of the tableware that each diner will need for a meal. Also called a Place Setting.
9. Dinner Plate - the plate from which the main entrée is eaten.
10. Dinnerware - plates, cups, saucers, and bowls.
11. Etiquette - manners established by society.
12. Family Service - a service style that allows diners to join others in a setting where large dishes of food are placed on a table for self-service. Also known as Modified English Service.
13. Flatware - forks, spoons, knives and serving utensils used to serve and eat food.
14. Formal Service - when you are served with porcelain or fine china.
15. Garnish - decorative, edible items added to enhance the appearance of the main food item.
16. Glass Ceramic- a tool which is often used for baking, microwave safe, and breakable.
17. Glassware- restaurants use for beverages such as juice, water, and iced tea.
18. Hollowware - tableware, such as bowls, tureens, and pitchers, used to serve food and liquids.

19. Informal Service - when you are served with ceramic tableware.
20. Lead Crystal - very hard, clear, and bright glassware and is generally used in formal dining.
21. Meal Service - common styles found in commercial foodservice operations modern American plated, booth, banquette, family style, classical French, Russian, butler, and buffet service.
22. Modified English Service - a style of service where all food is brought to the table on platters or in bowls, and guests pass the dishes and serve themselves. Also known as family style service.
23. Open Stock - tableware that can be purchased as individual pieces.
24. Place Setting - the arrangement of the tableware that each diner will need for a meal. Also called a Cover.
25. Plate Service - occurs when you serve the food on individual plates in the kitchen and then set the filled plates on the table before you announce the meal.
26. Plating - the placing and arrangement of food on a plate.
27. Salad Plate - plate used for salad which is place to the left of the fork(s).
28. Silver Plate- a type of flatware that is made by coating a base metal with silver.
29. Stainless Steel - rustproof, stain-proof, easy to clean, heavy to handle, and may heat unevenly.
30. Stemware - glassware with three distinct parts a bowl, a stem, and a base.
31. Sterling Silver - material that contains 92.5 percent silver used in the manufacture of flatware.
32. Stoneware - heavier and more casual than china but less expensive.
33. Table Appointments - all the items needed at the table to serve and eat a meal.
34. Table Service - the placement of food on a table and the style in which it is done.
35. Tableware - tools placed in a setting such as dinner plates, soup bowls, and coffee cups.
36. Tumblers - a piece of glassware without a stem.
37. Waiter - employee to take menu orders and serve food to guests, (male).

38. Waitress - employee to take menu orders and serve food to guests, (female).

Unit 7: Preparatory Laboratory Experience

1. Bake Station - station that produces cakes, pies, breads, pastries, and cookies usually done before other kitchen staff report to work.
2. Clean up - after all cooking tools and food have been put away sweep the floor, scrub garbage cans, wipe away waste food in dining area and kitchen, and keep clothes clean and washed to keep a clean restaurant.
3. Competence - having adequate abilities and qualities.
4. Cook - chef or someone that prepares the food.
5. Cooperation - to act or work with others.
6. Cross Train - to provide work experience in a variety of tasks.
7. Entrée Station - a place to serve the main course.
8. Evaluation Sheet - a form which an employer will take notes on how well an employee is performing assigned tasks, overall work attendance and attitude, and teamwork skills.
9. Executive Chef - manages all kitchen operations, orders supplies, organizes work schedules, and supervises food preparation and service.
10. Fry and Broil Station - a place where the fryer and broiler are located for frying and broiling foods.
11. Garde Manger - kitchen's pantry section, where cold meat items are prepared and stored; also the pantry chef responsible for preparing cold food items.
12. Kitchen Brigade - used to divide food production responsibilities.
13. Meal Manager - someone who controls and directs resources to get a job done correctly, efficiently, and on time. Could also be called a Food Service Manager.
14. Pre-preparation - any step done in advance to save time when getting a meal ready.
15. Production Schedule - a form filled out by the head cook in each station specifying the tasks to be completed.
16. Salad Station - located close to the vegetable and serving station, near dining room. Including reach in refrigerator, a sink, knives, and cutting boards.

17. Service Station - located in the dining area, it is where additional cups and saucers, menus, napkins, silverware, condiments and water glasses are kept. Helps to speed service and reduce labor.
18. Soup and Sauce Station - a place in which to serve soups and sauces.
19. Sous Chef - literally "under chef", a chef who supervises and sometimes assists other chefs in the kitchen, and reports to the executive chef.
20. Standards - something set up and established by authority as a rule for the measure of quantity, value or quality.
21. Station - a group of tables a service staff member is responsible for serving; also called a section.
22. Time / Work Schedule - a written schedule specifying the sequence of steps for food preparation and the time needed for each step.
23. Work Flow - the movement of work in an orderly manner so that it can be done most efficiently.
24. Work Simplification - doing a job in the easiest, simplest, and quickest way possible.

Unit 8: Production

1. Bake - cook in the oven in dry heat without a cover.
2. Barbecue - to cook by broiling, grilling, roasting, or baking. Traditionally to cook meat on a rack or spit over hot coals.
3. Baste - to spoon pan liquids over the surface of food during cooking to keep the food moist and add flavor.
4. Beat - mix or stir quickly, bringing the contents of bowl to the top and down again.
5. Blanch - to briefly immerse food in boiling water or steam. It inactivates the enzymes in foods.
6. Blend - to mix ingredients until thoroughly combined.
7. Boil - to heat a liquid until bubbles rise to the surface, a method of cooking food in a boiling liquid.
8. Braise - a long, slow combination cooking technique in which food is seared and then simmered in enough liquid to cover no more than 2/3 of the food.
9. Bread - to coat a food item with crumbs and egg.
10. Broil - a dry cooking method in which food is cooked directly under a primary heat source.
11. Brown - to turn the surface of a food brown by quickly cooking it in hot fat or placing it under a broiler.
12. Chop - to cut into small pieces.
13. Core - to remove the center part or stem of a fruit or vegetable leaving a hole.
14. Cream - to blend until smooth and fluffy.
15. Cube - to cut into small squares of equal size.
16. Cut In - to combine solid fat with dry ingredients until lumps of the desired size remain. May be done using a pastry blender, two knives, or a fork.
17. Deep Fry - to cook in a large amount of hot fat.
18. Desired Yield - the amount of food needed for the number of servings required.

19. Dice - to cut into very small cubes of even size.
20. Dissolve - to cause a solid to turn into or become part of a liquid.
21. Dot - to place small pieces of something, usually a fat, over the surface of a food.
22. Drain - to remove the liquid.
23. Dredge - to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or breadcrumbs.
24. Flute - a manner of decorating crust by making uniform folds, grooves or twists in the crust, such as around the edge of a pie.
25. Fold - to add ingredients carefully as not to lose air bubbles. The utensil is passed down through the mixture, across the bottom, and up the opposite side of the bowl, gently turning the mixture over.
26. Gluten - protein found in flour that develops into long, elastic strands during the mixing and kneading process; it produces a light, even texture in the finished bread product.
27. Grate - to shred food into coarse pieces by rubbing it on the teeth of a utensil or rough surface.
28. Grease - to coat food or utensils with a layer of oil or shortening.
29. Grilling- a method of short order cooking on a griddle.
30. Grind - the finished shape of a knife-edge.
31. Hors d'oeuvres - small, bite sized finger foods that have a spicy or savory flavor, used often as an appetizer.
32. Julienne - to cut into long narrow strips.
33. Knead - a mixing process in which dough is folded, pressed, and squeezed to strengthen the gluten strands and allow yeast dough to develop the proper texture.
34. Marinate - to soak foods in a liquid to improve texture or flavor. The liquid generally contains herbs, spices, and other flavoring ingredients, as well as oil, and an acid, such as wine, vinegar, or lemon juice to break down the connective tissue of meat.
35. Mash - to break a food by pressing it with the back of a spoon, a masher, or forcing it through a ricer.
36. Mince - to cut into very fine pieces.

37. Mise en Place - literally, in French, "to put in place"; the preparation and assembly of ingredients, pans, utensils, and equipment or serving pieces needed for a particular dish or service.
38. Pan-broil - to cook without fat in an uncovered skillet without grease and pouring off excess fat as it accumulates.
39. Panfry - a method of cooking in which a moderate amount of fat is heated in a pan before adding food.
40. Parboil - to boil briefly as a preliminary or incomplete cooking procedure.
41. Pare - to remove the stem and outer covering of a vegetable or fruit with a paring knife or peeler.
42. Poach - to cook in a small amount of simmering liquid.
43. Portion Control - measuring each serving to achieve equal and correct amounts.
44. Preheat - to heat the oven to the correct temperature before putting in the food.
45. Preparation Station - place where food is prepared for cook.
46. Proof - In yeast dough production, the final rising stage that occurs after the dough is shaped but before baking.
47. Rehydration -The process of adding water back into a food.
48. Roast - to cook uncovered in the oven with dry heat.
49. Sauté - to cook food in a small amount of fat, stirring or flipping it frequently.
50. Scald - to heat a liquid to just below the boiling point; to dip food into boiling water or pour boiling water the food.
51. Score - to make small, shallow cuts on the surface of a food.
52. Sear - to brown food quickly over high heat; usually done as a first step for combination cooking methods.
53. Shred - to cut or tear into thin pieces.
54. Sift - to put a dry ingredient through a sieve or sifter to remove lumps.
55. Simmer - a moist cooking technique in which food is cooked slowly and steadily in a liquid just below the boiling point. (185 degrees 200 degrees F.)
56. Sliver - to cut into long slender pieces.

- 57. Standardized Recipe - a recipe giving exact directions about ingredient amounts and preparation methods.
- 58. Standing Time - the time during which foods finish cooking by internal heat after being removed from the cooking appliance.
- 59. Steam - to cook with vapor produced by a boiling liquid without allowing it to come in contact with the water.
- 60. Steep- to cover with boiling water and let stand without additional heating until flavor and color is extracted as for tea.
- 61. Stew - to cook one food or several foods together in a seasoned liquid for a long period of time.
- 62. Stir - move the ingredients in a circular motion to mix or prevent burning.
- 63. Stir Fry - a dry cooking technique, foods cook quickly in a small amount of fat over high heat while stirring constantly. Generally uses a wok, a large pan with sloping sides.
- 64. Whip - to beat rapidly usually with a whisk to increase volume and incorporate air.
- 65. Yield - the number of servings, or portions, that a recipe produces.